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BOOK REVIEWS

A Manual of Latin Word Formation, for Secondary Schools. By PAUL R. JENKS. Boston: Heath, 1911. Pp. v+81.

Probably few teachers find time to deal with word formation in the high-school Latin course other than briefly and incidentally, but for those who wish to put stress on the subject this manual of Mr. Jenks's will prove helpful.

The important prefixes and suffixes are given, together with lists of words in which they are employed in the first four books of Caesar's *Gallie War*, the six orations of Cicero commonly read, and the first six books of the *Aeneid*.

The arrangement of the material is clear, and the accompanying statements seem adequate for the purpose of the book.

Even for teachers who find but little time for this subject the examples thus made available will prove useful for occasional reference, and they may be made to stimulate closer observation on the part of the pupil.

A First Year Latin Book. By JOHN THOMPSON. Cambridge: The University Press, 1912. Pp. xvii+227.

Mr. Thompson's little book for beginners in Latin is intended for British schoolboys about twelve years of age. It is briefer than the textbooks commonly used in the first-year classes of American schools and indicates some differences in the preparation given in the elementary schools. The author assumes in the lessons that the pupil is familiar with French to such a degree as to make the knowledge of that language auxiliary to the study of Latin. Questions regarding the derivation of French words as well as of English words are frequently given, and paradigms in some cases have the French equivalent given along with the English meaning. The usage of the three languages is frequently compared in presenting principles of syntax. A larger proportion of the book is given to material for translation and a smaller proportion to explanations and to illustrative material than is usual in beginners' books used in the schools of this country. There is no English-Latin vocabulary provided. A few of the less frequently used verb-forms and the irregular nouns are omitted.

It is interesting to note that the only publications to which the author makes reference in his introduction as having been serviceable for reference are by American teachers.

Caesar in Britain and Belgium. Simplified Text with Notes and Vocabulary by J. H. SLEEMAN. Cambridge: The University Press, 1912. Pp. xxx+123.

The story of Caesar's invasions of Britain and of the attack on Quintus Cicero's camp as given in simplified form by Mr. Sleeman is intended for a place

in the second year of the Latin course. There are about forty pages of Latin text, and exercises for translation from English into Latin are included. The book would perhaps serve as an introduction to Caesar in schools having five years for the high-school Latin course.

A First Latin Reader. By H. C. NUTTING. New York: American Book Co., 1912. Pp. x+240.

This *Reader* offers material of a different sort from that found in most books of its class. The first part is made up chiefly of stories from American history of the colonial and revolutionary periods told in easy Latin. Henry Hudson, John Smith, George Washington, and Daniel Boone are among the characters who appear in the narrative. A few stories of Roman history also are introduced. The second part comprises stories from Caesar in simplified form, and a few selections from Roman literature. The plan of the book is admirable, and many teachers will feel exceedingly grateful to Professor Nutting for having provided material which is likely to make a stronger appeal to the pupil's interest than that which has heretofore been available for supplementary reading. A few copies of this *Reader* made accessible to pupils outside recitation hours ought to prove a valuable stimulus to the desire to do something more than prepare assigned lessons.

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The Backward Child, A Study of the Psychology and Treatment of Backwardness. By BARBARA SPOFFORD MORGAN. A Practical Manual for Teachers and Students. New York: Putnam, 1914. Pp. xvii+263.

This book is based on a principle and method which are new and their application to the diagnosis and treatment of backwardness. It contains an account of tests which are for the purpose of analyzing the child's abstract mental processes—sensation, memory, attention, etc.—to determine in what respect he is weak. Exercises are then prescribed which are for the purpose of improving the function which is weak. This is an interesting rehabilitation of formal discipline and if its success could be attested objectively it would form an important bit of evidence on this matter.

F. N. F.

The Support of Schools in Colonial New York by the Society for the Propagation of the Gospel in Foreign Parts. By WILLIAM WEBB KEMP. New York: Teachers College, Columbia University. Pp. viii+279.

Thanks to the seminarial courses of Professor Monroe at Columbia and Professor Jernegan at Chicago, we seem now to be in a fair way to obtain a